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IN THIS ISSUE:—Federal Education Bill, page 172; Education and the Beautiful, page 173

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Journal of EDUCATION

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February 14, 1927

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR FEBRUARY 14, 1927

EDITORIALS:—

Horsepower and Candlepower 167
The Citizen From Emporia 167
A New Women's College Idea 168
Slippery Places Are Slippery 168
Will C. Wood, Banker 168
Heinrich Pestalozzi 168

THE WAUKESHA SPIRIT 169
By A. E. Winship

THE UNKNOWN TEACHER 169
By Henry Van Dyke

BELDING'S PAGE 170

LETTERS OF A SUPERINTENDENT 171

FEDERAL EDUCATION BILL 172

EDUCATION AND THE BEAUTIFUL 173
By Richard K. Morton

MOUNTAIN MIRACLES 175
By Katharine E. Dozier

EASTMAN MOVIES IN NEWTON 177
By Frances Blake

FREE LITERATURE FOR TEACHERS 178
By O. Myking Mehus

ONLY AN OLD-FASHIONED HOMESTEAD (Poem) 179
By Superintendent E. W. Howey

CHARACTER CHATS 181
By Joseph B. Egan

The Spirit of Lincoln 181
Hands and Feet 181
Flowers of the Law 182
The Bad Guide 182
The Influence of Washington 183

EDUCATION IN ACTION 184

TREND OF THE TIMES 186

THE BOOK TABLE 187

GRINS BETWEEN GRINDS 189

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EDITORIALS

Horsepower and Candlepower

A RECENT statement says a certain new airplane motor has five hundred and twenty-five horse power, and another statement says there is a lighthouse in India with 100,000 candle power.

It is inconceivable that five hundred and twenty-five horses could draw a flying machine high in the air or that 100,000 candles could be seen at any great distance.

We simply use traditional terms which have no significance now. A Percheron will draw a ton under favorable circumstances, but a horse power would not go far in drawing a ton. A unit of power has no connection whatever with horse power, but the term is a scientific unit.

Education must be scientific in order to be practical. It is tragic to be a dirt farmer unless one knows how and when to use the dirt. Education is practical because it uses everyday terms scientifically.

Texas will prove herself a royal hostess. Go and see for yourself.

The Citizen From Emporia

WE FIND in the range of magazines just one article a month that makes life worth living. We browse in the magazines mostly on de luxe Pullman trains in search of the one article that does our soul good. It must have information or interpretation of information that we need. It must be refreshing and inspiring, and in the January Century "The Citizen from Emporia" (Elizabeth Shapley Sargent) meets our every need of a magazine article for the initial month of the new year.

Instead of welcoming this article we resented any attempt of a writer of whom we had never heard to write several pages of a character study of William Allen White.

It was in a blizzard storm on a Rock Island train, running late, that we tried twice not to read the article. Instead of reading we indulged in recollections that are precious of Kansas that we have known for nearly fifty years, where we made our first National Education Association evening address forty-one years ago, and of "The Citizen from Emporia," whose acquaintance we have admiringly enjoyed for a quarter of a century.

When we failed longer to avoid the article we read and re-read it. Rarely is a magazine article as refreshing as is this filming of the personality of this every way fascinating every-day character.

We have known somewhat intimately every American event and personality with which the article deals in vitalizing the experiences of "The Citizen from Emporia," and yet it is significantly illuminating in several of its interpretations of what happened and why it happened.

And withal it is an ennobling inspiration, making one resolve to play a better part in a better public game in a better way.

The Rotary Club of Lexington, Kentucky, gives Superintendent M. A. Cassidy of that city a three-months' holiday in Europe beginning May 20. This is a recognition of notable service by a noble community leader.

A New Women's College Idea

MISS MARION COATES, principal of Bradford Academy, Haverhill, Mass., is to be the first president of the Sarah Lawrence College, a junior college for young women at Bronxville, New York, which will have an entirely new vision for the education of a selected group of young women. The tuition, fifteen hundred dollars, is to pay all the maintenance expense of the college. The $1,250,000 which W. V. Lawrence has already given and whatever he may give hereafter is to be devoted to buildings and equipment.

President Henry Noble McCracken of Vassar College, chairman of a small board of trustees, is expected to be the guiding spirit of the plans of Mr. Lawrence and Miss Marion Coates.

Secretary Shankland of the Department of Superintendence has faced many emergencies in the last ten months, but he has clarified every situation delightfully.

The profession expects much of President Condon's program at the Texas meeting of the Department of Superintendence.

Slippery Places Are Slippery

SUPERINTENDENT CHARLES S. CLARK, Somerville, Massachusetts, is in the Somerville Hospital. He says he is there because he forgot that slippery places are slippery. He knew it, but at the time he was thinking about an educational problem of some importance, whereas there was no problem so important when walking on a slippery place as giving his entire attention to the fact that slippery places are slippery. He says that when he walks again, and is walking on a slippery place, he will think of no problems in education or religion, but will give his entire attention to the fact that slippery places are slippery.

Forty-six of the State Associations have organized for an aggressive crusade for a Federal Department of Education. Each state has a committee with heroic leadership.

Will C. Wood, Banker

GOVERNOR YOUNG of California in naming Dr. Will C. Wood as supervisor of the banks of the state at twice the salary he had as state superintendent of schools said he made the selection because Mr. Wood is in no wise associated with any one of the three leading groups of banks, and "has intelligence, executive ability, absolute honesty, and independence of any factor in the banking world, besides the very important characteristic of fearlessness and rigidity of backbone."

Why should a superintendent of banks receive $10,000 salary, and a superintendent of schools receive only $5,000?

Dr. Will C. Wood was among the leaders in educational administration in the United States now or at any other time. Only three other state superintendents have ever been called upon to make as heroic a fight against as bitter enmity as Dr. Wood has had to make, and no educator has ever won as complete a victory as did he. While his major activity will be financial rather than educational he will be in position to render inestimable service to the cause of education in emergencies.

Recent drunken near murder affair, in which two university professors were involved, makes it clear that some university faculties need to have the Volstead Act enforced.

Heinrich Pestalozzi

FEBRUARY 17 will be the one hundredth anniversary of the death of Heinrich Pestalozzi, whose influence on education in Europe and America has been unsurpassed by any one in modern Europe. We are using in this issue an interesting and important article on the life of the author of "Leonard and Gertrude," one of the notable educational classics of the last hundred and fifty years. Switzerland is honoring his memory on this anniversary with intense devotion to his services to Europe and America as well as to his native land.

The Waukesha Spirit

By A. E. WINSHIP

CITIES are now making themselves professionally famous with ease that is simply wonderful. It is as easy to create something wonderful as it used to be to borrow devices from others. It is a joy to visit elementary schools anywhere, for one is sure to discover something that is most inspiring. Waukesha, Wisconsin, reveals a spirit of progress that is simply astonishing, an important and interesting example of the educational creations of the times.

Superintendent G. O. Banting has a rare gift for keeping the teaching corps keyed up to concert pitch, and he keeps the community ardently appreciative of the best things and of those who are doing the best things. He discovers the best professional talent, gives it the greatest freedom in leadership, and inspires his administrative associates and the teaching force to discover personal genius and make themselves masterful.

The reading and story telling of children who had been in school only five months was every way remarkable, but our interest was not so much in the achievement as in the way in which it was achieved, something wholly new.

The teacher uses the Keystone slide projector, an instrument that functions in bright daylight, and throws a clear picture or printed matter on the blackboard as effectively as on a screen.

The teacher or the children can underline words with crayon of different colors as though it was real print instead of projected print. The teacher creates slides easily, makes slides of the daily lesson in the primer or first reader, projecting the lesson on the blackboard, magnifying emphasis or inflection, erases her indicated emphasis or inflection, and then the little people can replace her crayon work. The teacher makes slides of lessons of the same general character from other books so that the children really use several primers or first readers in the same day or two, giving them a variety of practice quite unusual.

In the same way the teacher makes slides of pictures from many books of the same grade and the children tell stories of their own creation, an achievement after four months in school that is even more remarkable than their reading.

We are confident that the Keystone Company will do as much for the fame and fortune of Amber McCabe as the Laidlaw Brothers have done for her supervisor, Elda R. Merton—who, by the way, was the initial genius of the whole scheme which Amber McCabe and other teachers are using so effectively—through her self-study project seat work, one of the marvelous professional creations of the day.

It is as easy for Superintendent Banting to discover, develop and inspire his administrative associates as it used to be for a traditional superintendent to irritate them.

The Waukesha spirit is one of our notable discoveries of our study of the better way of doing better things professionally.

The Unknown Teacher

I sing the praise of the unknown teacher.

Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."—Henry Van Dyke.

Belding's Page

TEACHER-RESPONSIBILITY

A COLLEGE professor may shirk responsibility for the effects of his personal influence in shaping student character, because the responsibility is divided among various members of the faculty. Even the high school instructor may be a negative or indifferent influence without the fact being quickly detected.

But the grade teacher, having complete charge of a group of boys and girls during their school hours for an entire year, cannot escape being held responsible if she would. And usually she wouldn't. But there are exceptions of course.

Teachers unconsciously expose their dispositions, their attitudes, their individual philosophies of life to the boys and girls in their classes. Teachers imagine they are the only ones who conduct probing operations in their particular classrooms. They forget that many eyes and ears and intuitions are probing them. But not all of these youthful probers are capable of wise discrimination. Not all of them can distinguish the false from the true, the noble from the ignoble. Even those who can make such distinctions are affected by the constant impact of a personality who stands in the position of teacher for a period of months.

Superintendents could name certain teachers whose pupils come up to the end of the year with awakened minds and worthy aspirations, with improved habits of speech and thought and conduct, with higher ideals and standards. And they could name certain teachers whose pupils come through the year with but little gain and much loss. Parents, too, could furnish illuminating testimony upon this matter.

There ought to be a premium upon teachers who exert a positive and helpful influence, gradual weeding out of those who don't.

FRIEND COP

AN IMPORTANT auxiliary to education is the traffic cop. His presence at the street crossings in the vicinity of schools came about as a matter of necessity. In the first instance the officer may have hated the assignment. The children, too, may have failed to recognize in him the protector and friend he was to be.

Policemen of a generation ago were on no such agreeable terms with boys and girls as are the policemen of today.

Closer acquaintance has been forced upon the child and the officer by the terrors of the automobile.

The typical bluecoat in charge of piloting school children across the streets enjoys himself immensely. He chaffs with his young charges. He swings the smaller ones out of danger with his strong arms. If he chides or warns them, he does it with good nature.

All this is having its effect upon the attitude of the future citizens toward their local governments. The child today has a point of contact and interest with the organized community. He has a living illustration of what the town or city does with its money. He feels an affection for the civil power instead of contempt and possible fear.

Wise teachers will make capital of the child-and-cop relationship in the training of childhood for citizenship.

RE-DIVIDING THE PROGRAM

UNLESS all signs are wrong, a rift is occurring between the first and second halves of the traditional four-year course in college. Similar rifts have taken place, in many parts of the country, in both the elementary and high school periods. Two years have been removed from the top of the elementary school course and merged with one year deftly severed from the bottom of the high school quadrennium, making a junior high school.

Perhaps it is too early to predict with assurance where the separation will be drawn in the college years. But the talk at present is of two years for junior college work and possibly four for specialized or professional study after that.

All that can be discerned at present is—that a regrouping of college years is on the way.

One of the considerations moving university presidents to a two-year college course is the probability that a great many who matriculate in colleges for social reasons or from motives other than the serious desire to pursue learning will be satisfied to receive a degree in two years and to get out—thus clearing the way for the more studious or those aiming at preparation for a profession.

How the two-year course will appeal to the sons of the rich is a question experience alone can answer. To the families of moderate income it would be tremendously gratifying. Especially might it open the way for some who are now barred from the professions by the seven or eight years required in college and professional school.

If the two-year college, not belittled with the title "junior," attains the popularity predicted for it by some educational leaders, a bird's-eye view of higher education in 1950 will reveal a very different picture from the one we see today.

That student nodding off to sleep in class is probably experimenting with the learn-while-you-sleep process.

Anson W. Belding

Associate Editor.

Letters of a Superintendent

II — Real Patriotism

To the Teachers:—

Eleven years ago America was facing a great danger. Far-sighted Americans knew that in the not distant future our country would be forced to defend herself in a great World War, and they knew that in her trial hour America could depend upon the patriotism of her citizens, their love of country, and not find it wanting.

In those days of more than a decade ago the danger to our nation was easily discernible. The clouds of war were ominous, imminent, and in plain sight above our path of peace and prosperity and national well-being.

Today America is beset with a danger of a different kind, a danger which is all the greater because it is not self-evident and because it is an evil thing clothed in the garb of righteousness. Its name is Internationalism, but its purpose is the destruction of American patriotism. Many good and well-meaning people are enrolled under its banner and unwittingly assisting in the work of weakening the spirit of Americanism and national duty. An attempt is being made to enlist the public school teachers of America in carrying on the purposes of an alliance of mollycoddle pacifists, socialists, bolshevists, and internationalists.

At the present time there is creeping into our educational journals and appearing on the official programs of educational meetings a movement to substitute a spirit of internationalism for the spirit of American patriotism. This movement is appearing in different places in various guises and disguises.

Insidious attacks are being made on nationalism. Nationalism is called a narrow, selfish thing in comparison with the spirit of brotherly love for all mankind which is supposed to represent internationalism.

We are being told that our history teaching is all wrong and that we should pass over and omit reference to the pages of American history devoted to the memory of American patriots who served the nation in times of war.

Pacifists, internationalists, fanatics, and professional paid reformers all see the American public school as a fertile field in which to sow the tares of anti-patriotism and anti-nationalism; and more than that, they hope to have those seeds cultivated along with the good seeds of educational endeavor by the teacher husbandman.

There is nothing in the history of American patriotism and nothing in the history of America as a nation which we need fear to teach to American youth. The school teachers are the custodians of the archives of the records of national achievements which are not only the causes but also the results of a patriotic nationalism.

Patriotism does not mean the glorification of war, but it does mean a respect for national achievements in times of war as well as in times of peace, and it does mean a reverence for the memory of those patriots who founded the nation and those who have guarded its destiny.

As school teachers let us not forget that it is not only our duty but also our very great privilege to teach love of country, reverence for American ideals, respect for American ideas of government, and that true patriotism means not to respect other nations less but to love America more.

A few years ago teachers were often opposed in their fight for adequate tenure regulations by the superintendent as well as by the board of education. Now all progressive superintendents and boards of education are in favor of teacher-tenure. All are ready for the formal rules which are not so easily worked out. Tenure is becoming a sacred principle. It will be practiced more and more as time goes on whether satisfactory rules are printed or not.

The new problem is that of superintendent-tenure. More than a score of city superintendents because of some factional trouble are not to be invited to remain another year. The teachers in these cities where the work of the superintendent has been efficient have almost forgotten their own tenure troubles in their interest in the new problem of superintendent-tenure. Teachers realize as never before the disastrous effect of frequent and unnecessary changes in the superintendency of their own work and that of the school.

Just as tenure for teachers comes with the co-operation of superintendents, tenure for superintendents will come through the efforts of teachers. Teacher sentiment based on truth and backed up by earnest conviction can easily become public sentiment. Therein lies the solution of the problem of superintendent-tenure.

—J. W. Crabtree.

Federal Education Bill

THE Hearst papers of Sunday, January 9, carried a full-page illustrated article on the Federal Education Bill that is by far the most extensive and intensive presentation of the need of a Department of Education that we have seen. We quote some sentences that are characteristic of the whole article:—

"This is the biggest business country in the world. It must, however, admit failure in the conduct and the product of the biggest and most important business in all its borders. Our biggest business is education. It spends $2,500,000,000 a year and employs over 800,000 teachers, in charge of 26,000,000 children in the most critical and formative period of their lives.

"The next biggest business, agriculture, employs some 12,000,000 of us, nearly one-eighth of our inhabitants. Over twice that many are engaged in the business of education, which occupies a quarter of our total population.

"Failure in this business is a serious matter for several reasons. That it is a failure is admitted by our most prominent and experienced teachers, the men at the head of the business. What they say should bear weight.

"They are united in demanding that the United States government step in and help. They demand a federal Department of Education, headed by a secretary who shall sit in the President's cabinet.

"Another recruiting ground for criminals is found in the boys over fourteen with whom the schools have lost touch. This was explained by Dr. L. H. Dennis, deputy superintendent of the schools of Pennsylvania, speaking before the Congressional Committee investigating the Curtis-Reed bill early this year:—

"'We have a tremendous high school development in this country, growing from an enrollment of 200,000 in 1890 to over 2,000,000 now; but despite that wonderful growth the fact is that over half the boys between fourteen and eighteen have no contact with high schools at all in this country.

"'An analysis of the training and experience of boys that are brought into the criminal courts will show in the main that these boys were not specifically trained to earn an honest livelihood.'

"Today the federal government's interest in education is represented by the bureau of education, a submerged branch of the Department of Interior. For use in helping solve the educational problems of the country it had an annual appropriation of $220,000 for the year 1926, out of a total federal budget of $4,000,000,000. That is, education got $1 out of every $20,000 spent by Uncle Sam.

"The bureau of education got one-tenth of one per cent. of the appropriation of the Department of the Interior. The bureau's funds are too small for it to be able to do more than collect harmless statistics.

"Education's claim for a share in government expenditures today must be presented to the budget director and to the President by the Secretary of the Interior, who has a thousand other things on his mind and is not an expert on education.

"The educators of the country feel that education would get more consideration if there were a Secretary of Education to plead its cause. As Dr. Charles H. Judd, director of the School of Education of the University of Chicago, told the congressional committee:—

"'I believe, however, that the present Secretary of the Department of the Interior is engaged in so many enterprises that when he goes into the President's councils his mind must be full of a number of things; and I think if on each of these occasions when he sits with the President it were possible for him to concentrate his whole thinking on education we could have more rapid progress in that particular direction than is possible to be got when education is sandwiched in with the multiplicity of concerns which must fill his mind.'

"President Coolidge has expressed himself twice in favor of a national Department of Education and Relief, headed by a cabinet officer. The Republican national platform of 1924, on which President Coolidge was elected, likewise declared in favor of a new federal Department of Education and Relief.

"The educational bill has the backing of twenty-seven great national organizations, including all the principal educators in the country, including the National Federation of Women's Clubs, with a membership of 3,000,000, and the American Federation of Labor, with nearly 3,000,000 members more.

"The education bill has all the political backing that a bill should need in order to pass."

"A School is a place where young people—of any age—come together to educate themselves and each other with the help of good teachers."

—Ambrose L. Suhrie, Professor of Normal School Education, New York University.

Education and the Beautiful

By RICHARD K. MORTON

Boston.

EDUCATION is largely a matter of developing symmetry in life. Our present methods require too great emphasis upon merely the informational or acquisitive aspect of learning. We should pay more attention to what causes in a young person's mind the stimulus for this acquisition and this laudable receptivity to facts and precepts. In these few words I hope to stress the correlative values of the corrective and the imaginative aspects of education.

By corrective I mean in general that the young students have many mannerisms, thoughts, and habits which simply call for a new directive force; they have more than enough voltage or impulse, but not enough amperage or substance. I do not mean corrective in the moral or penal sense, but I mean to call attention to the new way of correcting students' ideas of life and of the way it can best be lived. I think that it is obvious enough what vulgar tastes, unsightly habits, discourteous deportment, and disregard for good breeding, culture, and refinement are often allowed in schools.

By imaginative I mean that students need to have their attention drawn to the beautiful in life. Few schools, for instance, teach poetry either adequately or sensibly. There is nothing for the students to become deeply fond of in life. There is nothing provided them to cause their complete astonishment and wonder. Science will not do this half as well as the great masterpieces in all the fields of art. Teachers need to lead the students to wonder seriously and deeply on the few great fundamental principles on which the whole world depends. They are in danger of knowing much more about the world and its marvelous treasures, and yet of being progressively less valuable to it. There should be many more excursions to art galleries, or to any other places where the beautiful in any form is available. Education cannot afford to lose this element of the poetical, the beautiful, or the lovely. Students need not only a body that will work acceptably and a mind that will think keenly within its realm of facts and truths, but also a life that as a whole is beautiful to look upon and to begin its work in the world.

The Rev. Joseph Fort Newton says in a recent book: "Our protection against vulgarity is not prohibition, but an unveiling of the best; 'we must needs (as Tennyson says) love the highest when we see it.' Moral taste is civilization, as well as salvation. Ugliness can only be defeated by beauty, as evil can only be overcome by good." Very frequently any one great handicap to education has only one great remedy. While such statements as I have already made are in no sense helpful methods, perhaps they lead somewhat toward even more helpful principles. We need to remember, in teaching today, Matthew Arnold's definition of culture as the study of perfection. This may partly be secured through a perfection of study. What teaching lacks is symmetry and beauty. "Greatness," Matthew Arnold writes in "Sweetness and Light," "is a spiritual condition worthy to excite love, interest, and admiration; and the outward proof of possessing greatness is that we excite love, interest, and admiration."

Too many teachers are like the typical Hindu, as described by Sir Frederick Whyte. When the Hindu wishes to take a train, he never thinks of consulting a time-table; he simply packs up his baggage and goes with his family to the station, where he squats until the train comes, in an hour or a week.

The first publication of the Frick Educational Commission of Pittsburgh, called "Youth and the Beautiful," points out some interesting facts. We do not need to agree with all that this organization publishes or stands for, in order to derive some helpful ideas from this particular report. Students in the high schools listened to leading artists in many fields—sculpture, painting, etc. The great sacred and poetical literature was read to them by experts. In a subsequent English composition assignment they were to reveal their reactions to this experiment. Of these students 218 frankly expected to be bored; 288 showed evidence of understanding the special personal contribution that each speaker could make to his subject, with his skill and his personality; 580 detected and admired the particular skill of the speakers; 139 appreciated the humor mixed in with the addresses (a surprisingly low number); 525 were to some degree interested in the philosophy of the speakers; 1,167 enjoyed the speakers enthusiastically (a curiously high number, in view of the other statistics); 497 were sure that their lives or thinking had been somewhat improved by this brief contact with able speakers; and 586 were correct in their criticisms of faults, deficiencies, and omissions.

We are not justified in making many general inferences from these limited statistics, but they do show that high school students have a lively interest in the beautiful and in the

things that demonstrate a contribution to the work or the thought of the world. Young people are vitally interested in those who are actively trying to make some personal, distinctive contribution to the world. They are far more critical of their parents as citizens of the world, than as their own fathers and mothers. More or less unconsciously they are trying to get some guiding rule for going on themselves where the school leaves off.

Dr. George Barton Cutten, president of Colgate University, had this idea of practical beauty in mind when, in addressing the thirteenth congress of the Playground and Recreation Association at Haddon Hall, Atlantic City, New Jersey, he said: "We find that with the large amount of leisure that has been thrust upon the world almost before we realized it, there had been no training for a vacation. As the great majority of people never go to college, the training must not only be a part of college, but perhaps even more so of the primary and secondary schools. And our night schools, instead of being strictly vocational, must spend some time in education for leisure hours." Students chronically need help in planning their leisure hours and their vacation periods. They cannot do it without having a working background of knowledge of the beautiful and the great.

Facts and the possession of the learning that most school teachers too exclusively adore will not give them an enduring zest in ever-deepening life. Professor Gilbert Murray has said on this important point: "If life is to be enriched and ennobled, you must first of all have an appreciation of life. A man who refuses to feel and enjoy life destroys it at its very heart."

But in this emphasis on a personal quest of the beautiful and the great for every student, there need be no concession to sensational methods or to spectacular or ephemeral practices. Students must see themselves as they hope to be twenty years from now. Teachers must see them, the world, and the dominant forces of life as they believe they will be twenty years from now. We teach beauty because beauty will always stand by a student in any emergency of life. We teach the appreciation of all that is great because the great is always at the heart of life and thinking.

There should not be any injudicious retraction in favor of educational fads. President Josiah H. Penniman of the University of Pennsylvania recently gave a good bit of advice to teachers and pupils alike when he said: "To be original it is not necessary to be peculiar. To be respected, it is necessary to be worthy of respect, and if you are worthy of respect you will be respected. No wise man ever tried to build character or reputation upon anything but a firm foundation." He deplored students' trousers which "look like the hind legs of a stage elephant," or, as we might add, end with the student's late-afternoon shadow, instead of upon the still-conventional shoe-tops. It is not only the students who like to be peculiar. If we are to impress upon students the essential beauty and greatness that is implicit in life, our methods must be plastic enough to meet individual needs and to solve unexpected problems. There must be something in education that will keep it alive in the minds and hearts of the students, even though they dislike some subject or their teacher, endure some unjust hardship, or become otherwise at odds with the present educational system.

One of the chief advantages derived from this increased emphasis on beauty would be the decreased importance of the tests and examinations. In the first place, some students fit the present educational system better than others of the same degree of intelligence and learning ability. Throughout our schools and colleges, moreover, the written examination after a long lapse of time is being partly displaced by oral tests given individually. Why cannot a teacher know fairly well what kind of knowledge and character a student has, if he or she is in the same room with him for so long? Have not the teachers sized up the students in their own minds? Why depend so largely upon the often unjust report from a written examination? I do not say that the written examination should be abolished—at least not until some adequate substitute has been arranged and tested. But I do object to the returns from such examinations being used as a graded record in fields in which they can offer no valid evidence.

In addition to the trend toward oral examinations and increased reliance on the impression the teacher gets from personal contact with the student and his will to learn, there are now foreign trips arranged for students—such as the steamship Ryndam. Regular courses will be offered on such trips. We are just beginning to realize that when a student has been exposed to, and hardened by, a pre-arranged and standardized set of facts, he is not necessarily educated, nor is he adequately prepared to educate himself further by himself.

This increased emphasis upon beauty will also help in removing that scourge in all education—bad thinking. Bad thinking is mental activity which evades or dodges the few fundamental principles which lie at the heart of that thought process. All students think, but they do not think deeply enough. The need today is for students who will not be distracted into thinking superficially upon some light topics in which any kind of thinking will rapidly

bear some kind of fruit, but who will, on the other hand, think deeply and guide themselves simply by those few vital principles which have always been known and understood, but seldom practiced. A thought process is much more than a few premises in a syllogism brought to some logical conclusion. It is a process which certainly affects the one thinking it, and may then affect his associates and the world at large.

St. Beuve, the great French critic, has defined the true classic in such an exemplary manner that his thought is applicable to many phases of life and thought, and will serve admirably to close these rambling remarks: "A true classic, as I should like to hear it defined, is an author who has enriched the human mind, increased its treasure, and caused it to advance a step; who has discovered some moral and not equivocal truth, or revealed some eternal passion in that heart where all seemed known and discovered; who has expressed his thought, observation, or invention, in no matter what form, only provided it be broad and great, refined and sensible, sane and beautiful in itself; who has spoken to all in his own peculiar style, a style which is found to be also that of the whole world, a style new without neologism, new and old, easily contemporary with all time."

Mountain Miracles

By KATHARINE E. DOZIER

IN THE foot-hills of the Blue Ridge Mountains in Georgia there is a little village built around a cotton mill which furnishes food, clothing and shelter to its workers.

Our chief interest is in the children of this village, so we are concerned about their homes. their churches, and their schools. Come with me first into their homes and we will see what foundation our schools have to build upon.

Our first call will be made to this little bungalow where the largest family of children in our village lives.

The father of this group of twelve rosy, healthy boys and girls is our chief engineer. His wife has the distinction of being such a good mother that no one has ever seen one of the twelve children really dirty. Listen to an interesting story about the father of the twelve as told by the teacher who knows the family as a warm personal friend: "Seven years ago I went down to our machine shop to see some of our men about coming to our night school. One of the finest mechanics in the shop was busy at a lathe. I asked the master mechanic: 'Why have you never promoted that man? He is one of the best workmen we have, and the size of his family certainly demands his best earnings.' The master mechanic replied: "I only wish I could promote him. But he can't keep a pay-roll.' I was amazed, for we had five of his children in school and they were among our brightest and best.

"I went over to the machine where the mechanic was at work and asked him to come to our night school. He said with much embarrassment: "Why, I'm too old to come to school and learn anything. I'm thirty-five years old and I can't even make a figger, let alone write anything.' 'But,' I said, 'the master mechanic says he can't promote you until you can keep a pay-roll, and if you'll come to night school we'll teach you to keep a pay-roll the first thing.' He still hesitated and finally said: 'I'll just tell you the truth about it. I'm plumb ashamed to let anybody see how ign'rant I am, and I'm afeard they'll laugh at me for bein' such a know-nothin'.' 'Well, you have a big family of children to provide for and you need a promotion to take care of them. If you'll come to night-school I'll teach you alone in my office where nobody will hear you but me, and I won't laugh at you. Besides, there's plenty of men coming to our school who have had to start at the very beginning just as you will have to do.'"

After much persuasion he agreed to come, and he did. To his utter amazement he learned to write his name and read a few simple sentences the first night. After that he could not be kept away. The master mechanic kept his word and promoted him as soon as he could keep a pay-roll. That was a little more than six years ago.

When the master mechanic retired because of his age the second-hand took his place. Successive promotions have made him our chief engineer and he has continued to study in night school and out of it to fit himself for his increasingly remunerative jobs.

He now has two daughters in High School, and proposes to send them to college when they are ready to go.

His case is one of many and serves to show how our mountain people respond to opportunity given them for development.

Three of the best teachers in our mill village

school have been developed from our own children who have finished attending the local school, have been sent away for training, and have come back to help in their own community. Others are now in training, and as soon as they are prepared to teach places are ready for them. The same thing is true of our workers in the mill. Nearly a hundred promotions, some of less, some of greater degree, have been made from a preferential list furnished by the principal of our night school, who is also one of our best overseers.

Our general manager co-operates heartily in the promotion of those men and boys who show an interest in their own advancement by attending our night school. "Once a mill child, always a mill child," cannot be said of our people. We do encourage our people to fit themselves for service and advancement in our great textile industry which is growing so marvelously in the South, but we have sent out from our ranks many recruits to the business world in minor places as clerks, telephone operators, book-keepers, many small merchants, some excellent teachers, some missionary preachers, a superintendent of a large city system in a Western town, and many electricians and mechanics who are making good in our hydro-electric plants and automobile repair and supply shops.

The teachers of our schools are on the alert to discover natural interests and inclinations in our boys and girls and to encourage them to get ready for the things they want to do.

This interest extends to the older workers in our plants, and only last year one of our weavers who loved gardening and gave evidence of his love for plants and flowers in his beautifully kept home garden was transferred to the outside force on the request of the teacher who had talked to him about the things he loved to do. After attending night school he was given permission to go to the day school an hour each day to improve his reading so he could read flower catalogues and books about plants, while the trained head gardener, a graduate of a European university, gave him daily instruction in horticulture and floriculture.

His opportunity came really before he was quite prepared for it. But a school in the Piedmont belt needed a supervisor of grounds and he was recommended as a practical man by our head gardener. His salary was more than doubled over night, and the future of his family seems assured. But the radiant happiness of the man in doing the thing he loves best is the thing that his teacher loves to dwell upon. From illiteracy to supervisor of grounds in a year seems a miracle to the man who had not thought he could learn at his age, until convinced by this insistent teacher.

She has spent her life among her people; first in the mountains as a church missionary school teacher, and there she learned their possibilities and their handicaps. She came down from the mountains to the mills on the invitation of a far-seeing, big-hearted general manager who knew and loved his people as she did and wanted the children of the mountain families who had come down from the hills to work in the mills to have a teacher who would understand their needs and love to minister to them.

The story of Martha, a little mountain girl, whom she found in a remote mountain cove, will show you how she was taught the worthwhileness of teaching mountain children. Martha was the daughter and the granddaughter of moonshiners. All of her family were illiterate. Standing on the banks of the little mountain stream which turned the water wheel of the small grist mill grinding corn for the "mash" for the still this teacher persuaded "grandpap" to bring Martha, his favorite grandchild, down to the valley to school. After much persuasion "grandpap brung 'er." They came driving an old gray horse attached to a mountain buckboard. All Martha's possessions were in a small round derby hat-box, to which she clung, as trembling and frightened she let "grandpap" drive off and leave her to the very real ordeal of a strange and untried experience.

After a few days when Martha was being taught to wait on the tables, so she could secure one of the half scholarships, the white cook came with a complaint of her newest girl: "I can't do nothin' with that Martha. I dishes up the victuals, and that girl allus stops behind the dining room door and puts her fist right in the dish and eats what she wants before she carries it to the table. I wisht you'd talk to her about it." When Martha was asked about Edna's complaint she said: "Well, ma allus cooks the hoppin-John (peas and rice) in one pot, and when it's done she sets the pot on the floor and says: 'Come and git it,' and we chillen all git around the pot and them as grabs, gits.." Poor Martha had to be taught that while the "grab and git" policy prevails in the world a certain convention must be maintained for the sake of decency.

Ten years later, after Martha had finished High School with a splendid record of school life and had gone back home, her teacher was greeted one afternoon while shopping in a nearby town by a handsome, well-dressed girl, who said: "I don't believe you know me." Looking intently the teacher replied: "Yes, I do. It's Martha. What are you doing now?" "I'm a governess for the children of the man from St. Louis who is cutting the hard wood timber in

our mountains. He has three charming children and I am very much gratified over their progress since I've been teaching them." A vision of the trembling little mountain girl in contrast with this poised woman, well-dressed, confident in manner, fluent in speech, gave Martha's old teacher inspiration and renewed devotion to her continued work with the people of Martha's race. Story after story could be told of our mountain people trained in our mill schools and in our mountain missions. Drives through our immediate section would show numbers of small farms bought with wages earned in our mills, where former tenants are now the proud possessors of their own homes, grateful for the real "cash money" which the mill paid them and thus gave them "a chanst." They have taken back to the farms a knowledge of better homes from the sanitation and construction of their mill cottages and a community conscience of which they were devoid in their mountain coves before they came down from the hills. The schools of the mills are influencing the citizenship of the surrounding country and some of the best Americanization work in the United States is being done for our native Anglo-Saxons by our Southern cotton mills, through the schools and community enterprises which they foster and support.

Manufacturing is stimulating new enterprise, bringing wealth for new development, and affording remunerative employment to many who have never had such an opportunity to earn more than they must eat and wear. But the best thing it does is found in the schools it supports with health lessons taught by teacher, doctor, and nurses, and good citizenship preached and practiced every day.

Eastman Movies in Newton

By FRANCES BLAKE

Newton, Mass.

THAT there is nothing new under the sun is a proverb which is being constantly refuted in the field of education. For over a year there has been a plan in the mind of George Eastman of the Kodak Company whereby much of the heavy work in teaching might be carried out by means of motion pictures.

Mr. Eastman will be remembered for the millions which he has given to Massachusetts Institute of Technology and for other valuable contributions which he has made to education. He is now providing the money for this project—money with which to have pictures filmed on historical, geographical and literary subjects. As soon as these are completed the scheme will be put into actual practice.

One of the natural questions which arose was just what schools could be relied upon to rally around this idea and support it by showing the pictures as part of their curricula. Dr. Thomas E. Finegan was selected by Mr. Eastman as the man who could best decide upon these schools.

The honors have been meted out and the school system which has been chosen in the eastern part of the country is that of Newton, Mass. The Frank A. Day Junior High School of Newtonville, with Frank F. Carr as its efficient principal, has gone far along the road of educational achievement. The teachers there for the most part use the individual method of instruction with original variations. Although the school has been in existence only four years it has done much to make its name and work familiar from coast to coast.

And now what will this latest innovation do to strengthen its reputation for progress and high standing? Time only will tell that. At any rate the percentage of attendance, which is already high, will probably be brought up almost to the hundred per cent mark, for who will want to stay out of school and miss the showing of the Battle of Bunker Hill or the thrilling ride of the headless horseman?

The aim of education is the aim of human life, both individual and social. As we conceive the latter, so must we conceive the former. Education's central purpose is to reduce suffering and waste of human life and to promote social and individual well-being; to assist as fully and as economically as possible in meeting life's needs and the realization of life's values through the proper selection and control of the means of education.

—John W. Withers, New York University.

Free Literature for Teachers

Compiled by O. MYKING MEHUS

Department of Education, Wittenberg College, Springfield, Ohio.

THERE is a great deal of helpful material published on various subjects in which the classroom teacher is interested, but in many cases the teacher does not know where to secure this material. Therefore we are giving in the following pages the names and addresses of organizations from which such material can be secured.

In writing for free material it would be well for the teacher to mention the fact that she is a teacher and that she desires to use this material in the school. It would be advisable to use the school letter-head whenever that is possible. In many cases a teacher will find the literature so valuable that she will want to secure additional copies to place in the hands of her pupils. Much of this material is not available in book form, nor even in magazines. This material is entirely reliable as these organizations cannot afford to circulate information that is not based on facts.

It is suggested that the leaflets and pamphlets be filed in large, strong envelopes—each envelope to contain material on one subject. In this way a valuable reference library can be developed.

HEALTH AND HYGIENE.

Ohio Public Health Association, 72 S. Fourth Street, Columbus, Ohio.

National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C.

National Safety Council, 120 West Forty-second Street, New York City.

Hygeia, 535 No. Dearborn Street, Chicago, Ill.

American Public Health Association, 370 Seventh Avenue, New York City.

American National Red Cross, Washington, D.C.

National Health Council, 370 Seventh Avenue, New York City.

Metropolitan Life Insurance Company, 1 Madison Avenue, New York City.

Bureau of Education, Department of the Interior, Washington, D.C.

Public Health Service, Treasury Department, Washington, D.C.

Department of Agriculture, United States Government, Washington, D.C.

Department of Labor, Children's Bureau, United States Government, Washington, D.C.

National Health Library, 370 Seventh Avenue, New York City.

American Posture League, 1 Madison Avenue, New York City.

National Committee for Mental Hygiene, 370 Seventh Avenue, New York City.

Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

American Medical Association, 535 No. Dearborn Street, Chicago, Ill.

American Child Health Association, 370 Seventh Avenue, New York City.

Health Education League, 8 Beacon Street, Boston, Mass.

United States Public Health Service, 360 Federal Building, Bismarck, N. Dakota.

North Dakota Anti-Tuberculosis Association, Bismarck, N. Dakota.

Massachusetts Tuberculosis League, 1149 Little Building, Boston, Mass.

Organization for the Hard of Hearing, 1601 Thirty-fifth Street, N.W., Washington, D.C.

National Physical Education Service, 315 Fourth Avenue, New York City.

National Tuberculosis Association, 370 Seventh Avenue, New York City.

Boston Association for the Relief and Control of Tuberculosis, 4 Joy Street, Boston, Mass.

Journal of the Outdoor Life, 370 Seventh Avenue, New York City.

American Society for the Control of Cancer, 25 West Forty-third Street, New York City.

National Committee for the Prevention of Blindness, 370 Seventh Avenue, New York City.

Russell Sage Foundation, 130 East Twenty-second Street, New York City.

The International Harvester Company, 606 South Michigan avenue, Chicago, Ill.

The American Food Journal, 37 W. Thirty-ninth Street, New York City.

PROHIBITION AND TEMPERANCE.

Ohio Women's Christian Temperance Union, 232½ N. High Street, Schultz Building, Columbus, Ohio.

National W. C. T. U. Publishing House, Evanston, Ill.

American Issue Publishing Company, Westerville, Ohio.

World Prohibition and Reform Federation, 206 Pennsylvania Avenue, S.E., Washington, D.C.

Scientific Temperance Federation, Boston, Mass.

Intercollegiate Prohibition Association, 122 Maryland Avenue, N.E., Washington, D.C.

Board of Temperance, 100 Maryland Avenue, N.E., Washington, D.C.

National Enquirer, 550 Century Building, Indianapolis, Indiana.
Federal Council of Churches, 105 East Twenty-second Street, New York City.
W. W. Carithers, Apache, Oklahoma.
Boys' International Anti-Cigarette League, Room 507, 58 West Washington Street, Chicago, Ill.
M. E. Poland, 1322 Western Avenue, Pittsburgh, Pa.
L. H. Higley, Butler, Indiana.

CHILD WELFARE.

Child Welfare League of America, 130 East Twenty-second Street, New York City.
National Child Welfare Association, 70 Fifth Avenue, New York City.
Organizations Associated for Ratification of Federal Child Labor Amendment, 532 Seventeenth Street, N.W., Washington, D.C.
National Child Labor Committee, 215 Fourth Avenue, New York City.
American Social Hygiene Association, 370 Seventh Avenue, New York City.
Federal Council of Churches, 105 East Twenty-second Street, New York City.
Committee on Preventing Delinquency, 50 East Forty-second Street, New York City.
National Consumers' League, 156 Fifth Avenue, New York City.
Girls' Friendly Society in America, 15 East Fortieth Street, New York City.
Children's Bureau, U. S. Department of Labor, Washington, D.C.
Community Service, 315 Fourth Avenue, New York City.
Big Brother and Big Sister Federation, 511 Fifth Avenue, New York.
Federation for Child Study, 242 West Seventy-sixth Street, New York City.
League for Industrial Democracy, 70 Fifth Avenue, New York City.
American Home Economics Association, 617 Mills Building, Washington, D.C.
National Women's Trade Union League, 311 S. Ashland Boulevard, Chicago, Ill.
American Country Life Association, Room 1849, Grand Central Terminal Building, New York City.
American Civil Liberties Union, 100 Fifth Avenue, New York City.
Department of Public Welfare, Ninth and Oak Streets, Columbus, O.
The Children's Foundation, Valparaiso, Ind.
American Association for Labor Legislation, New York City.

PARENT-TEACHER ASSOCIATIONS.

Ohio Parent-Teacher Association, State Department of Education, Columbus, O.
The National Congress of Parents and Teachers, 1201 Sixteenth Street, N.W., Washington, D.C.

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Boy Scouts of America, 200 Fifth Avenue, New York City.
Girl Scouts, 670 Lexington Avenue, New York City.
Camp Fire Girls, 31 East Seventeenth Street, New York City.

PROTECTION OF BIRDS AND ANIMALS.

National Association of Audubon Societies, 1974 Broadway, New York City.
American Humane Association, Howard Street, Albany, New York.

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By SUPERINTENDENT E. W. HOWEY
Defiance, Ohio

Only an old-fashioned homestead,
Where the road winds across o'er the hill;
Only an old-fashioned cottage,
Weather worn, but stately there still;
Only an old-fashioned garden,—
Pansies and pinks and woodbine,
Planned by an old-fashioned mother,
With an old-fashioned love most divine.

Only an old-fashioned homestead,
Where we drank from the old-fashioned well;
Only an old trailing grapevine,
Where we swung cross the creek in the dell;
Only an old-fashioned garret,
With the stars peeping through for a light;
Only an old-fashioned homestead,
Love and tears, mother's prayer for the right.

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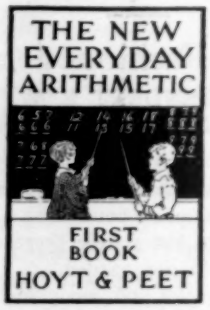

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Character Chats

By JOSEPH B. EGAN, A. M.

The Spirit of Lincoln

AS I WRITE this I am sitting beside the shallow lagoon facing the majestic Lincoln Memorial. Against the warm, blue haze of a southern sky the white shoulders of the great granite building square themselves in a noble gesture of spiritual strength. Below, on each side, are the dark, bronze masses of evergreen foliage. From the lagoon level, wide steps invite the soul to wander up and up, until it stands reverently looking in between the great granite columns at the gigantic statue of our beloved Lincoln.

From where I sit the statue, itself, cannot be seen. It is hidden in a soft darkness behind four huge pillars. Still, I know the statue is there. Even though I cannot see it, its presence impresses me with its beautiful ruggedness and strength. I can see, with the eyes of the soul, the massive face of the great leader looking out upon the capital of the nation. The great head seems weary and the shoulders sag, finding support in the strength of the human, work-hardened hands that rest upon the arms of the stone chair—majestic union in marble of the noble, toiling spirit and the noble, toiling hands, from which have always poured forth the creative efforts of mankind.

People are passing up the broad steps. They disappear in the soft blackness. They come forth again. If they have seen only a marble head above marble hands they have carried in upon their feet only a tribute of their mere human presence, but if they have seen Lincoln, the majestic, powerful, vitalizing Lincoln, leaning upon his strong, work-hardened hands as though calling, in spirit, upon the flesh for help in the great hours of trial, then they have carried in on their silent feet the spirit that is within them and met, face to face, the spirit of Lincoln enclosed in enduring marble.

Girls and boys, greatness never dies. Only littleness does that. Over greatness of spirit there is no veil and no flesh, for it is eternal, with the majestic fullness and life of God, Himself.

Hands and Feet

FIVE artists were once engaged in the making of a statue of a king. They planned first to make a model out of clay and, when that was finished, to cast the whole in bronze so that even though exposed to wind and rain and frost it would carry the likeness of the king into future years. The five artists were all very able men, each selected for his skill in reproducing a certain part of the human body. The first was to fashion the head; the second, the throat and shoulders; the third, the body; the fourth, the arms and legs; and the fifth, the hands and feet. It was not long before out of the huge chunk of clay appeared a noble head, then a neck and shoulders, then a body and, finally, legs and arms. Of course, where the hands and feet were to be appeared only shapeless chunks of pale clay. The four artists whose work was done looked at the statue with a just pride. "When the hands and feet are fashioned we shall summon the king," one said. "It should not take long," said another, and then all turned to the artist whose work was yet to be done, and asked him when they should summon the king. "I cannot say," said he, "time alone can tell," at which the other four wondered but said no more. When a day passed, however, and the hands and feet still remained shapeless lumps of clay, the first artist went to the man and said: "The work waits because of you." "I am very sorry," said the shirker, "but as I came to the studio I met a man with a long nose and a peaked hat who said it was an unlucky day for me, so I did no work." The first artist reported this reason to the other three and they answered with one voice: "He is telling us a fairy story." When the second day went by with no work done, the second artist said to the shirker: "The work is suffering because of your idleness." "I am very, very sorry," said the shirker, "but as I came to work yesterday I leaned over the rail of a bridge and dropped a diamond ring into the river. Of course I had to get a boat and spend the day fishing up my property." This reason was reported also, and the other three said with one voice: "He is telling us a fish story." When the third day went by with no work done on the hands and feet, the third artist went to the guilty one and said: Brother, because you will not assist us, we are headed for disgrace." "I am very, very, very sorry," said the shirker, "but when I went out to feed my chickens a young rooster ran away into a neighbor's field. As I chased him a bull took after me, and I sat in a tree most of the day." "A cock and bull story, if ever there was one," said the four workers. When the fourth

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day went by with no work done, the workers went in a body and asked the reason. "I am very, very, very, very sorry," said the shirker, "but you see it is this way, and you see it is that way, and you see it is the other way, and more than all else it is just the way I told you. I know you won't blame me now that you have been told the truth." "There is a name for such excuses," said the first worker, "and it is short and ugly. Get you gone from among us. We, ourselves, shall model the feet and model the hands, for better the earnest effort of an unskilled worker than the alibis of the most skiiful shirker."

Flowers of the Law

IN TALKING to a florist one day I remarked that my geraniums would not blossom but instead ran all to big leaves and rangy stems. The florist smiled. "The answer to your trouble," said he, "is very simple. Put the plants in smaller pots," "Why smaller pots?" I asked. "Because," said he, "as long as the roots run wild with more freedom than is good for them, the plant runs wild also, but once let the roots come up against the sides of the pot and the plant will settle down to being a useful member of your household." On the way home I pondered over the advice of the florist. Did it apply to human beings as well as to geraniums? I made up my mind it did. In these days when we hear so much about individual rights it is well to keep in mind the very wholesome truth that only in those places where every citizen is willing to sacrifice something for the common good is there a chance for the blossoming of all that is good and noble. Imagine a situation where every one did just as he pleased; where roots, so to speak, ran entirely wild, without any law to give them form or keep them separate from the roots of others. Under such a condition an evil man would rob every one around him; a sick man would infect all the others in his neighborhood; a man who used vile language would poison the ears of little children; in other words, no person would be safe, and civilization would rapidly melt away into the worst form of savagery. In order to prevent all this, each of us gives up rights; we agree not to spit on the sidewalk or tell dirty stories, or lie about our neighbor, or steal, or do one another bodily harm; in other words, we place about ourselves a wall of law against which our roots grow in bountiful security, take shape and feed into our daily lives those qualities that make American citizenship such a beautiful thing in the world. Let us, therefore, think often of the geranium with its roots against the sides of the pot, and its branches green in the sunlight and crowned with the glory of crimson flowers. Let us, then, apply thought to ourselves and understand that peace, and comfort and freedom all are the glorious blossoms that arise in any spot where the roots of society are enclosed, happily, in the strong walls of the law.

The Bad Guide

A BOY was once lost in a wilderness. After searching vainly for a way out he sat down, at last, on a rock to rest. As he sat there a queer little man came up to him and made a bow so deep that the ostrich feather on his peaked hat swept the ground at the boy's feet.

"You are going somewhere," said the little man, "and you don't know how to get there," he went on, "and you'd be glad of a little help," he continued, "and I'm just the guide for you. I know all the pitfalls and all the danger spots and all the rough places and all the deep watery places and all the quicksand places for miles around here. Just come with me and see what will happen."

The little boy did not like the little man at all. There was something about him that whispered: "Beware, I'm a bad guide," but because the little boy wanted to get some place he climbed down the rock and went along.

The little man led him away over a rough road to a great pit.

"There's one of the pitfalls I told you about," he said. "In you go!"

With that he shoved the little boy over the brink. By good luck he fell into a pool of water and escaped without serious harm.

The little man was waiting for him at the edge of the pool.

"Come along," he said, "seeing you escaped that pitfall let's try another."

So he brought him to a lake of soft tar.

"There is a very bad place to fall into," said the little man. "It's full of sticky black consequences that come up from hidden depths of sin. In you go!"

With that he shoved the little boy in heels over head.

Now the little boy would have died right there but, by chance, he saw a stout limb projecting over his head. He grasped it and drew himself out of the lake. He was black as ink, and smelled awfully.

"Come along," said the little man, "I have some quicksands to show you."

But the little boy had learned his lesson.

"No, thank you," he said. "You are a bad companion and an evil guide. You shoved me

into the pitfalls and pushed me into the lake. I will follow you no longer."

The little man became very angry at what the boy said.

"You're afraid," he said. "You're a sissy. You're tied to your mamma's apron strings. Be a sport."

But the more he talked the more the little boy determined to follow him no longer.

Now, girls and boys, you may finish the story and tell how the little boy escaped from the wilderness.

The Influence of Washington

AT THE end of a long hall in the New York Public Library is a wonderful picture of George Washington. It was painted many years ago by Gilbert Stuart. As you approach this life-size painting you are impressed by the radiant spirit of life that seems to breathe from it. Of course you know that it is only canvas and paint, but something that the genius of the artist has put into it speaks to your soul, thrilling you as really as though you were walking into the very presence of the Father of His Country.

The lower half of the figure is so dark that it does not attract your attention; the cheeks have upon them the full flush of vigorous life; the nose seems to dilate with the breath that passes in and out; the eyes are dark and piercing, yet full of that great majesty that always shines forth from the eyes of the masters of men. The brow is high and noble as though the abiding place of mighty thoughts, but over the forward part of the head glows a radiance that seems to come forth from the very head itself.

In the far distance, beyond a majestic pillar, shines forth the mild blue of a distant cloud-swept sky.

As I watched the play of the light over that noble head outlined there against that distant sky, I came nearer then ever before to a realization of just what Washington means to this America of ours. Just as truly as the radiance of his great head beautifies that distant, painted sky, so does the radiance of his spirit beautify our noble temples of learning, our majestic mountains, our broad, free sweeping skies, and the spiritual depths of our own natures.

This is a different and more beautiful America because George Washington lived in it.

Remington Typewriter Line Wins Grand Prize

THE International Jury of the Sesqui-Centennial Exposition at Philadelphia has awarded the Remington Typewriter Company the Grand Prize, its highest award, for typewriters and bookkeeping machines, adapted to all purposes.

Thus the preference shown by the commercial schools of America for Remingtons for instruction purposes is again indorsed.

During the past year the school demand for Remington Typewriters has been without parallel in typewriter history.

The aim of every business school is to give its students the kind of training needed in the business office, and these record-breaking purchases of Remington Typewriters by the schools of America show conclusively the present trend of business requirements.

Remington Typewriter Company 374 Broadway, New York

Branches Everywhere

Remington Typewriters

A Machine for Every Purpose

EDUCATION IN ACTION

Few Students Accept State's Offer of Help

Connecticut's offer to pay $150 per year to each normal school pupil who will agree to teach in a small town for three years after graduation is being taken advantage of less this year. This fact was made known by Dr. Albert B. Meredith, State Commissioner of Education. Students balk at pledging themselves to remain in small towns, it was explained. Consequently an appropriation of only $10,000 by the legislature is recommended as necessary for this purpose for the next biennial period as compared with the $16,000 appropriated in 1925 and $18,600 in 1923.

Student Bankers Lend to Comrades

Many students at the Texas Agricultural and Mechanical College have been helped through one of the most novel banking businesses in Texas. It is conducted by the Association of Former Students and in 1926 made a total of 902 loans, an increase of 580 over the previous years. Nearly half of the student body were borrowers upon a strictly business basis and at six per cent. interest. Transactions during the year involved $58,512.33, an audit of the books showed. It represented an increase of $36,000 over 1925, but since the various loan funds total but $37,000 it is apparent that the money was used more than once in the year. Most of the loans were for one year.

Summer School Proves Worth

Advantage of preliminary tests as a requirement for admission to advanced work in summer school, instead of taking pupils on recommendation of teachers, has been demonstrated in two years' experiment in Baltimore. Of 1,628 pupils attempting advanced work during the last summer 86.8 per cent. were successful, and of 4,023 attempting review work 73.9 per cent. were successful. In spite of heat and humidity, attendance of pupils reached 93.9 per cent.

Only Approved Maps In Bolivian Schools

Use of maps, atlases, charts and other material of a geographical nature pertaining to Bolivia, unless prepared with approval of the government, will not be permitted in schools of the republic, according to executive decree. Adoption of such material for use in schools shall be under control of inspectors of public instruction. Atlases edited abroad shall not be imported into the country without permission of the minister of instruction. The purpose of the decree is to prevent circulation of geographical publications containing incorrect information or which misrepresent the boundaries of the country.

Male Teachers Facing Extinction

The American male school teacher faces extinction as complete as that of the American bison. This is the belief of Ohio school men who a year ago formed the Ohio Schoolmasters' Club and who are carrying on a program intended to increase the number of male teachers in the public schools. The disappearance of the male educator is no myth, but is proved by statistics, according to George E. Davis, principal of Walnut Hills High School, Cincinnati, O., retiring president of the club. In 1880, Mr. Davis said, 43 per cent. of the teachers in the United States were men. Today it is 11 per cent. These figures apply to public schools in general. There is a similar decrease shown in high schools. In 1911-12, 44 per cent. of the high school teachers in the country were men. Now it is 33 per cent.

College Education Urged for Policemen

In a few years every large city in this country will require the members of its police force to have a college education, or similar training, in the opinion of August Vollmer, chief of police of Berkeley, Calif., and former president of the International Association of Chiefs of Police. Mr. Vollmer pointed out that police work requires a thorough knowledge of technical information as well as a broad general education. Prevention, not punishment, is the primal motive of the modern officer, and the slogan, "to teach the child not to run away from the policeman—but to him," is being realized.

Order Straps For Unruly Pupils

Straps about the size of a razor strop and of good leather have been ordered by the School Board for pupils in the Fairbury, Neb., schools. When unruly students got beyond the control of an algebra teacher recently, the School Board, in ending his services because he could not maintain discipline, ordered "three suitable straps for whipping." A resolution adopted stated that the board "stands back of the teachers in efforts to maintain discipline and good behavior even to the extent of corporal punishment."

Knows Fifty Thousand College Students

Thomas A. Clark, who created the post of dean of men in American universities, and who recently completed twenty-five years in that position at the University of Illinois, has 50,000 college students among his acquaintances. He has boys and girls come to him with all sorts of questions. His door is locked only to go to a fraternity house for dinner, or home to dress for a student affair. His callers average more than a hundred a day. On Sunday afternoons his home is open to students, who come in groups to spend a homelike hour.

College of the Pacific Gives Practical Training

One semester each year for three years is spent in an industry as nearly allied as possible to their chosen line of work by students in the department of engineering at the College of the Pacific, Stockton, Calif. During the fifth year students remain continuously in college. This is said to be the only college west of the Mississippi following the co-operative plan of instruction, under which students are enabled after the freshman year to gain valuable first-hand experience in the work they expect to follow as a profession, and at the same time to support themselves while attending college.

Chilean Educational Society Erects New Primary Schools

Eight model primary schools recently have been built or are already provided for in Santiago, Chile, through the activity of the Primary Instruction Society. Erection of some of these has been made possible by private gifts or bequests. One of the latest, an industrial school, for which a legacy of 1,500,000 pesos was made, will offer five years of elementary instruction, followed by three years of study during which emphasis will be placed upon wood and iron work, modeling and applied drawing.

School Must Admit Girl in Knickers

Virginia Allen, who has been denied admission to the public school at Port Fulton, Ind., since last September, because she wore knickers, was at length ordered admitted by the circuit court pending a final hearing of the case. Circuit Judge Kopp issued the order, which temporarily restrains the school authorities from barring the ten-year-old child.

Open New School For French Bootmakers

Shoemakers are so scarce in France that they have been able to dictate their wage scale, the best getting as much as $50 a week, which is big pay for a French worker. To remedy the situation a new training school for bootmakers has been established in Paris under the general supervision of the Government.

Would Curb Teaching of Evolution

A bill introduced in the New Hampshire legislature by Roscoe Crane makes it unlawful for any teacher in public schools to teach philosophy which deals with religious belief, especially such as the evolutionary theory of the origin of the world. About the same time a package was received at the State House in Augusta, Maine, addressed to "Leading Active Anti-Evolutionists in the Legislature." A few days after the opening of the present session of the Maine legislature a rumor was current about the State House that such a bill would be introduced.

Illinois University Has Many "Frat" Men

The University of Illinois, with one of "the most democratic student bodies in America," finds that 2,893 of its men students are fraternity men. "Living in large units, such as fraternities, makes control and discipline easier," said an official, "gives the men a better place in which to live, and develops them in many ways not otherwise possible."

Worcester School Trains Retailers

Training of boys and girls for retail salesmanship in the Worcester, Mass., schools has proved a success and the city's work was commended to the attention of the country by the federal board of vocational education in announcing the results of a national survey of the work of cities in this field. The report declared in part: "During the past two years a very worthwhile type of training course has been developing at the David Hale Fanning Trade School. The merchants of Worcester are now frankly admitting that the trained graduate from the public school courses in retailing is a better worker than the untrained employe. More stores are cooperating with the school and each year the school is asked to supply more workers for the stores."

Colleges Reach Farms Over Radio

Nearly all of the land-grant colleges of the country are now using radio in some form or other for disseminating their information on agriculture and home economics. Returns from a questionnaire sent to all colleges by C. W. Warburton of the United States Department of Agriculture brought this information: Fourteen land-grant colleges, or the institutions of which they are parts, are operating broadcasting stations with power of 500 watts or more. Commercial stations are used by ten states for broadcasting regularly, either by direct control, remote control, or through the furnishing of manuscript material to be broadcast by the station announcers. Ten states occasionally contribute material to commercial stations for broadcasting, or, if opportunity offers, representatives of the colleges do the broadcasting. Five hundred farmers said they found the market reports useful and that they were interested in educational courses coming over the radio.

Scandinavian Study Awards Offered

Professor William Hovgaard of the Massachusetts Institute of Technology has announced that ten or more American college and university men will be selected this spring for awards of $1,000 each to carry on graduate study and research in Scandinavian countries. The awards will be made by the American Scandinavian Foundation, which has sent 500 students back and forth between America and Scandinavian universities for technical studies in the last fifteen years. Professor Hovgaard is chairman of the jury of American professors who will select the students.

Arithmetic Courses Lack Efficiency

Arithmetic as it is now being taught does not give 100 per cent. accuracy and efficiency, in the opinion of school principals and other officials of New England whose schools took part in the annual arithmetic contest held under the auspices of Boston University School of Education. As a result, further diagnostic study of the arithmetic curriculum and the methods of applying it will be carried out under the direction of Professor Guy M. Wilson of the School of Education faculty. A total of 113,000 pupils took the last arithmetic test, which was given in the fifth, sixth and seventh grades throughout New England and in certain schools in Delaware, Wisconsin, Washington and Nebraska.

Negro Most Deserving Girl in N. Y. Schools

Martha Washington, fourteen-year-old negro girl, has been the most deserving pupil of her sex in the Manhattan public schools during the last year, and she has led her class for several years. She is to receive an award of $150.

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Photographs are fast becoming a means of identification and character study.

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THE WILLSON-WAY, 1955 Massachusetts Avenue, Cambridge, Mass.

French Workmen Hail Trade School on Wheels

Village workmen are enthusiastically attending France's first traveling trade school. It first opened in a small town near Grenoble and will tour the surrounding country. Carpentry, smithing, leather working, welding, wood carving and other trades are taught. Complete equipment for proper instruction and trained supervisors assure excellent manual education. The workmen have taken to the idea eagerly, and graybeards and youths work side by side improving their knowledge and handicraft. The school was organized as an experiment under the direction of the Ministry of Public Instruction.

Warm Feet, Cool Heads Important in Classroom

It would be far better to seat school children around fires outdoors in winter than in overheated and poorly ventilated classrooms, according to Herman W. Nelson, Chicago heating and ventilating engineer. "Keep your feet warm, body comfortable and head cool is the best winter health advice," says Mr. Nelson. "But it is entirely overlooked in many of our schools equipped with unscientific methods of heating and ventilation. Such methods result in just the opposite condition—cold feet from cold floors and hot bodies and heads. Fresh, clean, gently moving air is more essential to children in schoolrooms than anything else."

Ohio Wesleyan Debaters Trained Like Athletes

As Ohio Wesleyan's debaters go on their Eastern tour each speaker will be almost as well trained physically as any Wesleyan athlete that takes the road. "Each debater must get eight hours of sound sleep," is the dictum of Professor John T. Marshman, head debate coach at Wesleyan. "Heavy foods spoil logic and hamper quick thinking. Debaters can't have dates before a contest. Girls and debate reasoning can't mix." Each man, in a room to himself, must be in bed at 10 and up by 6. Before each contest each speaker eats and drinks sparingly—a cup of tea and a little fruit is the usual thing.

Chicago's average of school attendance in public and private schools is 94.80, while New York has 92.47; Detroit is 90.70, St. Louis 89.80, Los Angeles 89.69, Philadelphia 89, Pittsburgh 87.20, Milwaukee 83.50.

The University of Maine gets an unexpected $476,342 from the estate of the late Frederick W. Hill of Bangor.

TREND OF THE TIMES

AMERICANS WORKING for a living have been gradually declining in percentage until in 1925, the last full year reported, there were thirty-seven in every hundred. In making public its figures the national industrial conference board said that relatively larger school and college enrollments and changes in immigration are the chief factors in producing the trend. The 1910 percentage was 41.5.

JAPANESE PRINCES not connected with the present ruling family will be reduced in rank by the Japanese government because the subsidies to which their rank entitles them are a considerable item. Pension rolls now amount to $60,000,000 a year and list 330,000 superannuated officials.

MOST UNPOPULAR of professions in Italy at the present time is journalism according to a vote taken among the school children in Milan.

MARRIAGE SERVICE in the Episcopal Book of Common Prayer has been completely remodeled, the Church of England announces. There are notable omissions and interesting additions. Ministration of public baptism also has been considerably revised, together with the burial service.

AMERICAN SHIPS received only about one-third of the revenue paid for ocean transportation of cargoes in the American foreign trade in 1925, according to the Shipping Board. The total revenue paid in 1925 in the nation's foreign trade was $598,896,553, of which $198,721,354, or about thirty-three per cent., went to American ships.

DANCING PARTNERS in Constantinople dancing schools must be of the same sex. The Governor and Prefect have ordered that men must dance only with men and women only with women, in an anti-dancing crusade started following the banning of the Charleston. Dancing schools must not admit children and must be on main streets.

AVIATION GROWTH in Mexico was given a boost when an official announcement declared that a military school of aviation was about ready to open. Air pilots and aeronautical observers would be trained in this school. Also a bill was introduced in the Chamber of Deputies for the establishment of a civil school of aviation. This bill has the approval of President Calles and the Mexican military staff and reports stated it would be passed.

MUNITION MAKING in subterranean factories by the Hungarian government in a province bordering Austria was recently reported by Austrian army officers. This information was made public by Julius Deutsch, former Austrian war minister. He declared that Hungary has an army of 600,000 men. It is also charged and well substantiated that young boys in Hungary are being trained for regular military service in a so-called sports organization.

REICHSTAG ORATORS will be controlled by yellow and red electric lights if a plan now under consideration goes into effect. Five minutes before an orator's time is up, the President of the Reichstag switches on the yellow light. When the time has elapsed the red light flashes. The present method of ringing a bell is oftentimes ineffective because Communists make such a racket that it cannot be heard by the speaker.

LIFE INSURANCE now in force in all United States legal reserve companies totals $80,000,000,000, according to a report submitted by the Association of Life Insurance Presidents to the Department of Commerce. This does not include the war-time government insurance carried by veterans. New life insurance amounting to $16,400,000,000 was bought in the United States in 1926. This exceeds the figure for 1925 by $900,000,000.

AUSTRIAN WOMEN are demanding a bachelor tax. Through the Austrian press they are asking that this method be used to increase marriages. The women assert that there are now half a million unmarried men of marriageable age in Austria who are preventing an equal number of women from making a home by shirking their duty to marry.

FACTORY WORKERS and other manual laborers receive an average higher wage than office employes, according to a survey by the National Industrial Conference Board. Weekly wages of the first type of employes averaged $2 a week more than those of clerical workers, the analysis revealed. The data for the survey was gathered in eighteen cities and was collected separately for men and women.

The BOOK TABLE

ELEMENTARY ALGEBRA — Second Course. By Elmer A. Lyman, professor of Mathematics, Michigan State Normal College, Ypsilanti, and Albertus Darnell, assistant dean and head of Department of Mathematics, College of the City of Detroit. 272 pages. New York. Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

Algebra is a mathematical classic, used in schools from early times, and yet challenges all the genius and scholastic masterfulness of these inventive days. Professor Elmer A. Lyman of Ypsilanti has fought heroically for the highest recognition of Algebra in secondary schools, but no one is a more ardent champion of the simplification of the highest range of Algebraic functions so that any student can readily use whatever he learns in the second year in Algebra whenever and wherever it will serve a practical purpose. The most fascinating feature of present-day secondary school work is the fact that the most scholastic mathematicians challenge one another to attain simplicity and achieve the practical use of the most exact science.

Messrs. Lyman and Darnell in their Second Course in Elementary Algebra are leading off quite defiantly in simplifying logarithmic trigonometric functions and leading students to learn how and when to use their knowledge.

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CHILDREN OF GRIZZLY: How They Learned the Secrets of Health. By Sadye Madalene Hageman, in collaboration with Alfred Oswald Shedd. Cloth. 176 pages. Illustrated by H. Boylston Dummer. Yonkers-on-Hudson, New York: World Book Company.

The magic power of School Lessons on Health is creating unprecedented aspiration of authors and publishers to approach the subject in more ways and in better ways than other subjects have been approached. It is now firmly established that School Lessons in Health actually prolong life more than five years, and that these five years are in childhood.

Not only are children in school saved to live longer and more enjoy living while they live, but when the health lessons are interesting to children they talk about them at home, they interest mothers so that they take better care of the little children before they are old enough, and there are more children to go to school.

Too few teachers and school officials appreciate how much more is accomplished when the lessons have a charm that the school children think about and talk about at home than when they learn mere facts that are not only uninteresting, but make the learning repellant. No child can read about King Oxygen without talking about Carbon Dioxide, White Corpuscles, and Red Corpuscles as though they were pals. It is real genius that teaches health and hygiene in this way.

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THE WINSTON SIMPLIFIED DICTIONARY. Advanced Edition. Edited by William Dodge Lewis, A. M., Litt.D., Henry Seidel Canby, Ph.D., and Thomas Kite Brown, Jr., Ph. D. 3,000 Illustrations and an Atlas of the World. Chicago, Philadelphia, Toronto, Atlanta, Dallas, San Francisco: John C. Winston Company.

The Dictionary is by far the most universally important book in any school, and is the only book in every schoolroom. Although the sale of any school dictionary is sure to be large there has been slight competition in complete desk school dictionaries.

"The Winston Simplified Dictionary" with 1,244 pages, double column, and 3,000 illustrations makes an exceptionally strong appeal for recognition as an up-to-the-minute dictionary of handy size, bringing to a student's desk a near approach to a large dictionary. By using every typographical device it is easy to mass information in usable form so that with a double column page it is really the equivalent of a book of 2,488 pages, and by the use of strong thin paper the book weighs less than three-and-a-half pounds. It is an achievement in bookmaking little short of miraculous.

An important feature of simplifying a dictionary while retaining accuracy is the use of well known words so far as possible in all definitions. In this the Winston Simplified Dictionary reveals literary genius and educational masterfulness, eliminating as far as possible the need of defining the words used in definitions.

It is a notable contribution to economy that it is possible to produce a book that meets so many of the demands of the latest scholarship and professional ideals in a form so easily used at a simplified cost. It is one of the important creations of the times.

GENERAL SOCIAL SCIENCE. By Ross L. Finney, Ph.D., University of Minnesota. Cloth. Illustrated. 459 pages. New York: The Macmillan Company.

This is an exceptionally valuable book because of its discrimination between civic and social interests and because of its approach to every phase of social life. The author states the case clearly:—

"The chief respect in which this book differs from others in its field is the scope of its subject-matter. That difference may be both suggested and explained by contrasting the words 'citizen' and 'socius.' The latter is a technical term employed by some sociologists; unfortunately there is no exact equivalent for it in ordinary English. It means the individual as a member of society. The connotation of the term is its emphasis upon the group life in which the individual is a participant. The word 'citizen' implies that the individual is a member of one institution—namely, the state; the term 'socius' implies that the individual is a member of all the institutions of society. The first focuses attention upon a single social relationship; the second draws balanced attention to all social relationships. This book is not satisfied with training citizens; it aspires to make the pupil a worthy and satisfactory 'socius.'

"It is just because the citizen is in reality a 'socius' that civics has quite inevitably outgrown the clothes of its own name during the last decade or so. Civics first became 'Community Civics.' Then 'Community Civics' was supplemented by 'Vocational Civics' and 'Economic Civics'; and now we have 'Social Civics' and 'Community Life Problems.' This book not only welcomes this trend, but anticipates its outcome. It frankly aims to educate the 'socius' for all his social relationships."

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SCHOOL SUPERVISION IN THEORY AND PRACTICE. By Ellsworth Collings, University of Oklahoma. Cloth. 400 pages. New York: Thomas Y. Crowell Company.

The University of Oklahoma has had admirable professional work for several years. President Stratton D. Brooks went to the university from the superintendency of Boston, and Dean W. W. Phelan has been an inspiring leader of the faculty of the Department of Education, and this book of Professor Collings has been evolved out of the theory and practice of the Department of Education with abundant demonstration of efficiency by sympathetic alumni. It is eminently practical as well as professionally reliable.

FEDERAL AND STATE SCHOOL ADMINISTRATION. By William A. Cook, University of Cincinnati. 390 pages. New York: Thomas Y. Crowell Company.

Professor Cook has had extended experience in leadership in the training of student teachers, in the State University of Colorado and South Dakota, and he brings to authorship of this book abundant knowledge historically and professionally as well as decided convictions as to what is wise and otherwise. He is an effective and interesting writer and has given much attention to the literary feature of this book. The material has been drawn from every section of the United States, and an occasional reference is made to foreign practice. The aim has been to avoid provinciality and to stress national more than local aspects of public education.

SONGS AND SCENES OF THE HIGH SIERRAS. By Foster Haywood. Cloth. San Francisco: Harr Wagner Publishing Company.

We have loved the Sierras for more than half a century, and we love these songs of Foster Haywood, but John Hale Constance can voice our appreciation better than we can.

"The author of Songs and Scenes has a right to speak for the High Sierras. He comes as life-time comrade, playfellow, communicant and lover of each stream and peak, each bird and flower. His appreciation is the outgrowth of years of every-day contact, of keen observation, of imagination and feeling that have the power to catch the spirit, the loftiness, the beauty and serenity, the peace and joy of the high places, to reproduce them in his own personality, and to pass them on to others through his song.

"Much has been written of the peaks surrounding Yosemite Valley, and the prevailing note thereof has been that of awe and wonder, of prostration of thought and feeling at their stupendous grandeur.

"As a refreshing, sweetening, and humanizing complement to those poems of awe and wonder, come the songs of Mr. Haywood. His notes are calls to the appreciation of beauty in every varied detail; of discovery of a new spirit of youth and gladness in action and in the continual creation going on about us; of peace and mental poise in the communion of the human spirit with larger and more beautiful and permanent aspects of nature. He is not overcome by the wondrous displays of the work of the creator in the high and rugged places, but breathes and sings and rejoices with them, putting those nature notes into syllables which the rest of us may understand, that we, too, may catch something of the joy and serenity of the High Sierras.'

Books Received

"Legends of Ancient Rome." From Livy. Edited by Herbert Wilkinson. New York: The Macmillan Company.

"Stories of Our Earth." By Nellie B. Allen and Edward K. Robinson.—"Elements of Physics." By Robert A. Milliken and Henry G. Gale.—"Papassier S'en Va-t-en Guerre." Comedy in three acts by Laurent Doillet.—"Seize Petits Contes Tout Modernes." Edited by Charles Grimm.—"The Sciences." A Reading Book for Children by Edward S. Holden.—"Sesame and Lilies." By John Ruskin. Edited by Lois G. Hufford.—"Cubby Bear." By Lena B. Ellingwood. Boston: Ginn and Company.

"Rational Bookkeeping and Accounting." By Albert G. Belding and Russell T. Greene.—"Commercial Clubs." Organization, Programs, and Plays. By A. A. Bowle.—"Standards in Elementary Shorthand." By Frances E. Raymond and Elizabeth S. Adams. New York: The Gregg Publishing Company.

"Tales of Many Folk." Retold by Georgene Faulkner.—"What Europe Gave to America." By Charles A. Coulomb, Albert E. McKinley and Holman White.—"A Year in the Wonderland of Trees." By Hallam Hawksworth. New York: Charles Scribner's Sons.

"Instructional Tests in Algebra." By Raleigh Schorling, John R. Clark, and Selma A. Lindell.—"Children of Grizzly: How They Learned the Secrets of Health." By Sadye M. Hageman and A. O. Shedd. Yonkers-on-Hudson, New York: World Book Company.

"Arithmetic for Teacher-Training Classes." By E. H. Taylor.—"Light From the North." By Joseph K. Hart. New York: Henry Holt and Company.

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Quite Hopeful

Norah—"Is your brother, who is so deaf, any better?"

Bridget—"Sure, he'll be all right in the morning."

Norah—"You don't say so?"

Bridget—"Yes; he was arrested yesterday and he gets his hearing this morning."—Edinburgh Scotchman.

Rah! Rah! Fluorine

Suggested Chemistry yell, to be given on sight:—

Lab, quizz;
Sudden fizz;
Spill it on the floor!
Kill 'em, Chlorine,
Barium, Chlorine,
H_2SO_4
—Up an' atom!

—Exchange.

Correct

"Now, William," said his teacher, testing her class on proverbs, "you ought to be able to finish this one—it's very easy: Cleanliness is next to—?"

Willie promptly answered, "Cleanliness is next to impossible!"

Job For a Good Samaritan

A live wire salesman rushed up to the home of a doctor in a small village about 3 a. m. and asked him to come at once to a distant town.

The doctor cranked his flivver and they drove furiously to their destination.

Upon their arrival the salesman asked: "How much is your fee, doctor?"

"Three dollars," said the physician in surprise.

"Here you are," said the salesman, handing over the money. "The blamed garage keeper wanted $15 to drive me over when I missed my train."—The Keystone Motorist.

Paging Chaos

"Your predecessor," said the publisher to the new traveling salesman, "has got his business all tangled up and I expect you will have a difficult time to get order out of chaos."

"I don't know who Chaos is," replied the new man cheerfully, "but I bet I can get an order out of him if I have to hang onto him for a week."

Cultured Tramp

The tramp paused outside the gate. "Clear out," shouted the lady of the house. "I ain't got no wood to chop. There ain't nothing you could do here."

"But madam, there is," retorted the wayfarer with dignity. "I could give you a few lessons in grammar."

Works Both Ways

Schoolmaster—"Be very diligent in your studies. Remember, what you have learned no one can ever take from you."

Small Boy—"Well, they can't ever take from me what I haven't learned, either, can they?—Philadelphia Inquirer.

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What I Expect of High School History Classes

By W. H. BUKER

Superintendent of Schools, Rochester, New Hampshire

After making three or four visits to one of the above classes I would like to observe:—

1. Pupils interested and attentive.
2. A small amount of talking by instructor.
3. No undertones going on among pupils.
4. Help by instructor to individual pupils in a low tone.
5. Moving about room for reference material very quietly.
6. Recitation in good English and pupils standing on two feet.
7. Assignment given so even the slowest pupil knows what is requested and how to go at it.
8. Current Events from Literary Digest or Outlook.
9. Connecting early problems of our government with those of today.
10. Teaching class without a textbook before you.
11. A teacher who knows when his pupils are absent.
12. A teacher who keeps his plans.
13. A teacher who is a real housekeeper—book shelves and blackboards in order.

I should also suggest that the teacher carry out the following:—

1. Give standardized history questions occasionally.
2. Do not fail any pupils who are regular attendants.
3. Mark in terms of four or five divisions—A, B, C, D and E.
4. Give many ten to fifteen minute quizzes during the year.

Financial Reward for Professional Improvement

An increase of $25 per year is allowed teachers or principals in public schools of Putnam, Conn., upon satisfactory completion of thirty hours professional study. No credit will be given for units of less than thirty hours. Increase of more than $50 in any two years will not be allowed, nor of more than $100 during the period of service. Salary increases begin the school year following completion of the study, and are permanent. University extension courses may be taken in Putnam, or the work done elsewhere in residence, but courses so undertaken must have the approval of the superintendent of schools and be completed in accordance with requirements of the institution in which the study is taken. During the past summer one-third of the entire teaching force of the Putnam schools was enrolled in summer schools or traveling abroad.

Returns of a College Career

To be at home in all lands and ages; to count nature a familiar acquaintance; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket and feel its resources behind one in every task he undertakes; to make hosts of friends among the men and women of one's own age who are to be leaders in all walks of life; to lose one's self in generous enthusiasm, and co-operate with others for common ends; to learn manners from students who are ladies and gentlemen, and to form character under professors who are Christians—these are returns of a college for the best four years of one's life.—W. DeWitt Hyde, former president Bowdoin College.

Deafened Children Receiving Increased Attention

To discover best methods of detecting defective hearing in children in public schools of the United States and to determine how this handicap may be overcome in school instruction, the American Federation of Organizations for the Hard of Hearing, at the suggestion of the United States Bureau of Education, Department of the Interior, appointed a committee to conduct a study in public schools of the country. Preliminary surveys made by this committee indicate that the hearing of about 3,000,000 school children is defective. In many cities special classes have been conducted for some time for seriously hard-of-hearing children. The present study relates especially to children whose hearing is not so seriously affected as to require segregation in the special schools.

Evansville, Indiana, presents an interesting list of achievements. The adoption of a five-year building program, standardization and equalization of educational opportunities for all school districts, extension of playgrounds and development of a recreation program. Full recognition of the Parent-Teacher Association, establishing a new up-to-the-minute school nursing service. Bonus to teachers for travel and study. Cumulative sick benefits for teachers. Teacher tenure after three years of service. Merit system for janitors and engineers in the schools.

Esperanto Barco

The Boston Esperanto Society held its fifth Saturday barco on January 29. The president, George Winthrop Lee, gave a short account of Esperanto progress in foreign countries, making reference to the many schools in which Esperanto is a part of the curriculum. Edward S. Payson of Lexington, president emeritus of the Esperanto Association of North America, and an expert Esperantist translator, speaker, and conversationalist, read the thirteenth chapter of Corinthians from the Esperanto version of the Bible.

Rjo Sugimoto, Japanese merchant Esperantist from Formosa, gave a paper in English on Formosa, tell-

ing of the earnest Japanese Esperantists there.

Miss E. J. Meriam, secretary of the Esperanto Association of North America, told of the progress of Esperanto in broadcasting and in American educational institutions.

Professor Louis C. Lambert, of the College of Business Administration of Boston University, spoke, in Esperanto, of his address on the international language to the engineers and officials of the paper factories of Berlin Mills, New Hampshire, where is the largest paper manufacturing centre in the world. About 100 students have already enrolled for Dr. Lambert's new course in Esperanto, which is to be given on February 5, at Boston University.

Dr. Dontcho Kostoff, of Sofia, Bulgaria, although having devoted only a few weeks to the study of the language, nevertheless addressed the meeting in Esperanto.

Meetings To Be Held

FEBRUARY

26: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A.,

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

APRIL.

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

12-13-14: Annual meeting Massachusetts Schoolmasters, Bridgewater.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

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